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ABSTRACT

Interesting and rewarding questions arise around the issues of teaching and learning in higher education classrooms when the right questions are asked. When the focus of teaching and learning is on the teacher, certain questions are asked. For instance, what is the quality of the knowledge that the teacher transmits to students? Another set of questions arises, however, when the teaching process is switched to focus on the learning process. The student as learner involves two entirely different questions about the relationship between teaching and learning. For instance, what is the quality of the learning resulting from the teaching? What is the quality of the enhanced learning capability resulting from the teaching? The primary reason that the teaching and learning issues are so important is that the National Council for the Accreditation of Teacher Education process, through the Educational Leadership Constituent Council, requires a standard-based approach to the teaching and learning process. This paper discusses one program's efforts to move surface teaching and surface evaluation to deep teaching and deep evaluation. (Author)

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The Intersect of Teaching and Evaluation

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Abstract

Interesting and rewarding questions arise around the issues of teaching and learning in higher education classrooms when the right questions are asked. When the focus of teaching and learning is on the teacher certain questions are asked. For instance, what is the quality of the knowledge that the teacher transmits to students? What is the quality of the mode of transmission of knowledge?

Another set of questions arises, however, when the teaching process is switched to focus on the learning process. The student as learner has two entirely different questions about the relationship between teaching and learning. For instance, what is the quality of the learning resulting from the teaching? What is the quality of the enhanced learning capability resulting from the teaching?

The primary reason that the teaching and learning issues are so important is because of the National Council for the Accreditation of Teacher Education (NCATE) process, through the Educational Leadership Constituent Council (ELCC), that requires a standard-based approach to the teaching and learning processes. This session will describe one program's efforts to move surface teaching and surface evaluation to deep teaching and deep evaluation.

The Intersect of Teaching and Evaluation

Interesting and rewarding questions arise around the intersect of teaching and learning in higher education classrooms when the right questions are asked. For instance, what is the quality of the knowledge that the teacher transmits to students? What is the quality of the mode of transmission of knowledge? The two questions focus on different aspects of the teaching process and generated different kinds of responses. The first question is about the knowledge content of the presented classroom material. The response generated from this question is about the knowledge expertise of the presenter. The second question is about the quality of the presentation of the classroom material. The response generated from this question is about the presentational expertise of the presenter. Both questions view the teaching process from the dimension of the teacher.

Another set of questions arises, however, when the teaching process is switch to the learning process. The student as learner has two entirely different questions about the relationship between teaching and learning. The two questions are: What is the quality of the learning result from teaching? What is the quality of the enhanced learning capability resulting from the teaching? The first question is about what the learner actually learns from the teacher in the classroom. The response is that what is transmitted by the teacher may or may not be what the actually student learns. The second question is about what the student could have learned from the teacher. The response is that teacher can and most expand the learning capacity of students. Both questions view learning process from the dimension of the learner.

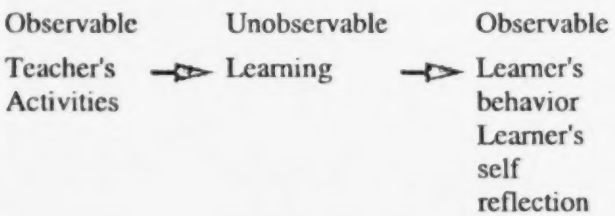
These set of questions clearly identify the differences between the teaching process and learning process in higher education classrooms. They indicate, also, the gap between what is being assessed and what needs to be assessed. The National Council for Accreditation of Teacher Education (NCATE), the professional accrediting organization for schools, colleges, and departments of education in the United States, and the learned societies affiliated with NCATE (for instance, Educational Leadership Constituent Council (ELCC) for educational administration programs) has facilitated an assessment process that moves teacher and administrator preparation programs toward outcome-based assessment. Under outcome-based assessment, the emphasis is on the learning process and the measurement of those outcomes before, during, and after completion of a teacher education or administrator preparation program. There in lies the challenge, i.e., bridging the intersect between teaching and learning, for teacher education and administrator preparation programs.

In assessing teaching and learning in higher education classrooms, it must be recognized that current teaching and teaching assessment practices address surface level teaching and surface level assessment. Most of the current assessment process focus on coverage and depth of the syllabus (question 1) and the presentational dimension of teaching such as pace, clarity, delivery, and instructional aids (question 2). In contrast, the learner-centered approach can be described as being concerned with in depth teaching (question 1) and in depth assessment (question 2) because it focuses on what the learner needs to learn as opposed to what the teacher needs to teach.

To bridge the intersect between teaching and learning and achieve outcome-based assessment, teacher education and administrator preparation programs need to understand

more about the learning process. The process of learning is mental, meaning that it exist internal to the learner, which means that it may or may not be visible to the teacher. To assess teaching, then, requires an outstanding of the learner's prior knowledge and knowledge after the class. To assess the before and after effect of teaching on learning would require measuring the learner's initial behavior (that is, behavior prior to the process of learning) and final behavior (that is, behavior subsequent to the process of learning), and measure the difference. Furthermore, it would also, have to consider what is observable and unobservable in the teaching and learning processes. The following figure illustrates the intersect of teaching and learning.

Figure 1



What teachers do within higher education classrooms is observable and measurable through a variety of means. For instance, peer observation, syllabus, teaching materials, classroom activities, class assignments, projects, quizzes, tests, student presentations, and examinations. What the learner learns may also be measured in a variety of ways including reflective reports, student feedback questionnaires, and student evaluations but do they provide a full assessment of what students learned from the class. There in lies the difficulty in bridging the intersect.

The assessment measures for learning outcomes are still under development. It is suspected that most of the measures that need to be developed must focus on the

unobservable dimension of learning. There are several issues arising from this that teachers must begin to consider as they develop outcome-based assessment measures.

They are as follows:

1. What longitudinal assessment measures need to be developed prior to students entering a teacher education or administrator preparation program that can serve as baseline data?
2. What other assessment measures can be used to measure student learning in the classroom?
3. What do more do teachers need to know about the learning process to facilitate student learning in the classroom?
4. What longitudinal assessment measures need to be developed to assess student learning as they move through a teacher education or administrator preparation program?
5. What longitudinal assessment measures need to be developed to assess student learning after they complete a teacher education or administrator preparation program?

If teachers are to truly to become **TEACHERS** they must believe that teaching facilitates learning, which means that they must focus on the process of learning from the perspective of the learner. This will require a shift in paradigms for many higher education classroom teachers. Can they do it? The jury is still out but at least the discussion is being.

Teacher Centered Classrooms

1. **What is the quality of the knowledge that the teacher transmits to students?**
2. **What is the quality of the mode of transmission of knowledge?**

Focus: Teaching Process

1. What is the knowledge content of the material?
2. What is the knowledge expertise of presenter?

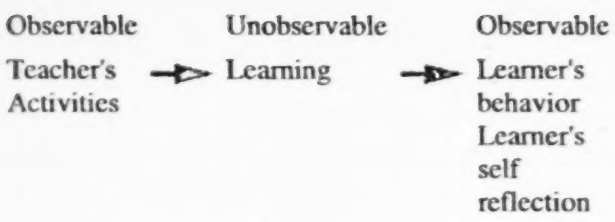
Student Centered Classrooms

1. What is the quality of the learning result from teaching?
2. What is the quality of the enhanced learning capability resulting from the teaching?

Focus: Learning Process

1. Is the knowledge actually learned?
2. What could the student have learned?

Figure 1


Observable
Unobservable
Observable
Teacher's Activities
Learning
Learner's behavior
Learner's self reflection

Bridging the Teaching and Learning Intersect Issues

1. What longitudinal assessment measures need to be developed prior to students entering a teacher education or administrator preparation program that can serve as baseline data?
2. What other assessment measures can be used to measure student learning in the classroom?
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